

Dear Parents and Carers,

Our class topic for the next half term will be “Houses and Home”. We will continue to adopt a topic-based approach to teaching and learning with this topic inspiring our activities across the curriculum. Over the course of the half term, we will look at different types of homes, and different areas/rooms of the home and their purposes.

As part of this topic we would love to make a collage with each child that shows the people that live in their home. The aim of this is to help make the topic more meaningful to them and their lives.

To help us with this activity, it would be fantastic if you could send in some **pictures** of the people who live in your home and if possible a picture of your house. If you are happy to share some photos, it would be great if you could label who is in the pictures.


- ➔ If you have paper copies of photos, we can make photocopies of these and send the originals back home.
- ➔ If you have digital photos, please send them to: Virginia.orellanamontero@thequeensmilltrust.com

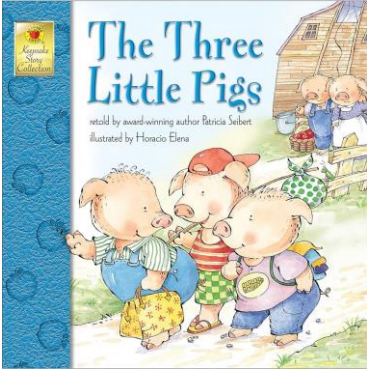
We would like to do this activity in a couple of weeks, **so please send any photos you are happy to share into school as soon as possible or by Monday 5th February.**

The curriculum coverage below provides details of the learning we will be working on in class as well as some ideas of how you can help your child extend their learning at home. You may already be doing some of these activities. Please note, the information given below is for the whole class. Your child will follow a differentiated curriculum adapted to their individual needs and interests.

If you have any questions, or if you would like any assistance implementing activities at home, please do not hesitate to get in touch with us. You may contact us via the home/school diary, by calling the school office or through e-mail.

Best wishes,
 Virginia, Dawn and Iris.

Subject	Suggested home activities
<p style="text-align: center;">English</p> <p>Our focus in English this half term is Phonics. Students will be following the Dandelion Synthetic Phonics Reading Scheme, which supports progression with letter sounds, reading and comprehension. We will focus on ‘the sound of the week’ as well as handwriting through a range of activities such as pen/pencil co-ordination activities, sensory writing, fine motor skills activities, reading activities. Pupils also will take part in ‘Big Book’ and Library sessions, either in 1:1 or in small groups, in order to develop their reading skills. We will also work to support our pupils in order to develop and/or enhance their attention and communication skills by using PECS, visuals, communication boards and spoken language (to expand their vocabulary).</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Phonics learning to spell CVC words. Also, wherever possible we create opportunities to explore body sounds and sounds in our environment e.g. clapping as we sing a hello song, listening to sounds associated with different rooms in our homes. - Writing (Handwriting, tracing letters, sensory writing and fine-motor activities to support grip development and prewriting skills e.g. playing with putty or making marks in sensory materials. - Introduction of colorful semantics and learning to form simple 	<p>- Reading books and commenting on what is happening in the story.</p> <p>Reading: If possible, find topic related books. There are lots of lovely picture books about homes:</p>  <p><i>Left: Who lives here? by Michael terry; Middle: Usborne Peep inside animal homes by Anna Milbourne; Right: Pull the lever: Who lives here? By Jane Wolfe</i></p> <ul style="list-style-type: none"> -Pointing at characters and asking ‘who, what where’ questions were possible. - Practise pronunciation (handwriting, sensory writing). We can inform you about the sound of the week, so we will be in the same pace supporting your child. Write in different materials with fingers e.g. sand or shaving foam. --Break words down into their individual sounds and then blend to support listening to the letter sounds in words (e.g.

<p>3-part sentences (Who is doing what)</p> <ul style="list-style-type: none"> - Reading –Dandelion Phonics Book, Personal Interests books and weekly Big book lessons-this term we will read 'The three little pigs'  <ul style="list-style-type: none"> - Use of communication boards to expand vocabulary and teach appropriate ways of communication. We will also have weekly communication circle times where we explore sounds, songs and work on pupils' attention skills. Developing listening through such activities supports development of phonic awareness which underpins the ability to read, spell and speak. 	<p>say 'please can you get your b-a-g, 'bag'').See this video for the pronunciation of letter sounds within a phonics approach to learning to read and spell: https://www.youtube.com/watch?v=TkXcabDUg7Q</p> <ul style="list-style-type: none"> - Practice writing (handwriting, sensory writing) - Local library visits. -Sing home themed songs e.g. 'This is the house that jack built'.
<p style="text-align: center;">Maths</p> <p>Our focus in Maths this half term is Place Value (20,50). Students will be following the White Rose Maths Programme, which will be tailored to meet pupils' different abilities and individual needs. We will focus on sorting objects, counting objects, working on exploring & writing number formation, incorporate maths skills into various sessions, e.g., snack (counting how many apples), cooking (counting ingredients). We will also learn about shapes and colours. This will be done both inside and outside the classroom.</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Counting objects - Sorting objects into groups - Numbers – quantity related activities - Comparison activities (identify 'more', 'less' or 'same') - Practicing writing numbers - addition -Sequencing numbers. - Reading number names (where appropriate) 	<p>Activities:</p> <ul style="list-style-type: none"> -Practising on recognising and writing numbers. -Counting objects into containers that make fun sounds e.g. fins, Pringle tubes - Playing number games that engage your child's body e.g. clapping or jumping while counting. -Counting everyday objects for a purpose, to help your child understand how important numbers are. For example, when having snack count out the quantity they can have, support them to request a quantity by using counting guide card - Counting objects e.g. legos, cars, fruits, snacks etc - Listening to and sing numbers songs with your child - Create simple play activities and practise on counting and comparing groups of objects (more or less) - Shopping activities where the children can help you paying and develop an understanding of money -Sing number songs to expose your child to counting backwards and forwards (e.g. counting forwards- '1,2,3,4,5 once I caught a fish alive' and counting backwards- '10 green bottles'). Use toys, fingers or number lines to support understanding.
<p style="text-align: center;">Science</p> <p>Our focus in Science this half term is learning about everyday materials. Students will be learning about how to identify wood, metal, rock, paper and cardboard and also their characteristic such as bending, stretching or twisting.</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> -Material Sorting: Provide a variety of everyday materials such as wood, metal, plastic, glass, brick, rock, paper, and cardboard. Have the student sort these materials into 	<ul style="list-style-type: none"> -Material Exploration Bin: Create a sensory bin filled with various everyday materials such as fabric scraps, plastic containers, wooden blocks, and more. Include a list of properties like soft, hard, smooth, rough, etc. Encourage the child to explore the materials by touching, feeling, and sorting them based on their properties. This hands-on sensory activity promotes a deeper understanding of material characteristics. -Material Collage Art: Provide magazines, newspapers, or



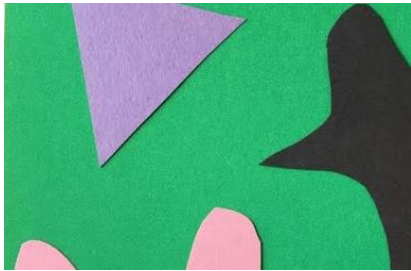
<p>categories based on their properties or uses. For example, they can group materials that are hard or soft.</p> <p>-Building with Different Materials: Set up a building station with different materials, and encourage the student to build structures using them. Discuss the properties of each material as they construct, helping them understand the suitability of materials for specific purposes.</p> <p>-Sensory Bags: Create sensory bags with small amounts of different materials. Allow the student to touch and feel the contents, describing the textures and characteristics of each material. This sensory experience can help them recognize and differentiate between materials.</p> <p>-Shape Manipulation Experiment: Take soft materials like playdough or clay and demonstrate how their shapes can be changed by squashing, bending, twisting, and stretching. Allow the student to explore these changes hands-on.</p>	<p>old packaging materials. Guide the child to cut out pictures of different materials and create a collage on a large sheet of paper. As they engage in this activity, discuss the uses of each material and encourage them to talk about their preferences. This not only reinforces learning but also enhances fine motor skills through cutting and pasting.</p> <p>-Daily Material Scavenger Hunt: Create a daily scavenger hunt around the house. Choose one material each day and encourage the child to find items made of that material. For example, if the focus is on wood, they can find wooden objects like furniture, utensils, or toys. Discuss the uses and properties of the materials they find, fostering practical application of their knowledge in everyday life</p>
<p style="text-align: center;">Personal, Social, Health, Economic Education (PSHE)</p> <p>Our focus in PSHE this half term is identifying emotions and learn how to manage these emotions through the framework of the zones of regulation.</p> <p><u>Activities:</u></p> <p>-Through role play, labelling emotions as they occur and circle time we will aim to help pupils to:</p> <ul style="list-style-type: none"> • Express and recognise emotions. • Choose supports to help manage mood e.g. modelling having a 'break' or helping them to explore a relaxing sensory motivator when overstimulated. • Learn strategies to take turns and tolerate preferred activities finishing. <p>-Social skills: We will engage in group games and choosing activities to teach turn taking, sharing, appropriate touch and waiting</p>	<p>Activities:</p> <p>-Help your child to identify their emotions by labelling when you or they are happy/ sad, mention how you know this from body language and model what they can do. E.g. I am happy, I am smiling and my body feels good, I can laugh and jump. I am sad, my body is tense, I want to squeeze my soft toy.</p> <p>-Look at pictures of people's faces or look in the mirror and talk about how the people might be feeling.</p> <p>-When playing practise taking turns with toys- Count down at the end of each person's turn and then say 'Xs turn'. This also helps children with developing their play skills as you can model new ways to play with toys.</p>

Expressive arts and design- Art:

Our focus in Art this half term is exploration of shapes, texture and colours with different materials.

Activities:

-Collage creations (Inspire by Henri Matisse): exploring organic shapes they will create their own collage.



-Texture Rubbings (Inspire by Max Ernst): Exploration work using frottage technique and also explore different objects such as leaves, fabric or clothes.



-Pointillism with Found objects (Inspired by Georges Seurat). We will create different artworks with small dots.



- Create collage with your child, you can use different materials like leaves, twigs, and stones.



-Texture scavenger hunts. You and your child can collect textures objects at home and assemble a mini sculpture.
 -Use painter's tape to create grids on paper and fill shapes with vibrant colours.



-Colourful bubble wrap printing. Dip bubble wrap in paint and press onto paper for textured prints.



- Practice cutting and sticking e.g. cutting up strips of old cards.

A few ideas for topic related art activities that you may like to explore at home are shown below:



Left- lollistick house frame; Middle- brick crayon rubbing; Right- decorated shoe box made into a doll house to be played with.

Expressive arts and design- Cooking: We will have weekly cooking sessions, which aim to develop personal care skills and core motor skills such as cutting and mixing. We will be making different kind of sandwiches to develop these motor skills.

Through these sessions we will encourage healthy eating choices as well as encouraging touching, smelling and tasting new foods.

Cooking:

- Practice key cooking skills such as cutting or spreading by making simple things like fruit salad or jam sandwiches together
- Role play cooking to model techniques and vocabulary
- If your child has food rigidities or is wary of new foods, you could undertake projects that do not require them to eat the food. For example, making houses out of food or playing with foods:



Enticing food activities for children with rigidities- Left-peas sensory play, Middle- skittle rainbow, Right- Sandwich house.

Other curriculum subjects we will explore this term include PE Cooking, Joint Attention, Geography and History. Extra-curricular activities will be linked and adapted to our topic which is 'houses and home'.

Activities:

- **Cooking:** We will have weekly cooking sessions, which aim to develop personal care skills and core motor skills such as cutting and mixing. We will be making different kind of sandwiches to develop these motor skills. Through these sessions we will encourage healthy eating choices as well as encouraging touching, smelling and tasting new foods.
- **Geography:** Our main focus this term will be physical geography including: climate zones, earthquakes and mountains
- **History:** events beyond living memory that are significant nationally or globally for example, the Great Fire of London and final project.
- **Music:** Identify different familiar of instruments: Woodwind instruments, Brass instruments, percussion family, String family. Also, learning concepts such as pitch or duration.

- Play sport games.
- Exercise at home.
- Walking to the parks.
- Dancing.
- Play some instruments like piano or xylophone.
- Crafts activities (use playdough, clay, crayons etc)
- Play educational games on the computer / iPad.
- Helping in cooking and practising cutting motor skills.
- Watch a movie at home or at the cinema.
- Use different computer games to help your child learn about our topics in geography and history. For example: BBC bitesize games or Tiny tap website.

